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News Summary

Articles on inside pages

Faculty layoffs are planned at two colleges, and cuts in staff or salaries at two others. Story on Page 3.

The Dickens Society was just one of many organizations that held "conventions within a convention" at the annual meeting of the Modern Language Association. Story on Page 6.

Postal rates for nonprofit organizations are being raised sharply this week. Story on Page 3.

Philosophers have been strongly criticized for becoming too concerned with "purely technical matters." Story on Page 8.

State governments should take the lead in stimulating scientific research at public universities, according to North Carolina's Gov. James B. Hunt. Story on Page 9.

Scientists with financial interests in companies connected to their research should not receive public support, according to an M.I.T. professor. Story on Page 9.

Private colleges received one-sixth of their income from the U.S. government in fiscal 1980, the Minter-Bowen Study of American Higher Education indicates. Tables and story on Pages 12-13.

Prestigious universities should be able to enhance their reputations despite the hard times ahead, an economist predicts. Story on Page 14.

Financial-aid rules that could have eliminated 840,000 students from the Pell Grant program have been revised. Story on Page 15.

A critical edition of the complete works of Giuseppe Verdi is being published by the University of Chicago Press and Verdi's Italian publisher. Story on Page 19.

Bir Zeit University, on the occupied West Bank of the Jordan River, has been permitted to reopen by Israeli authorities. Story on Page 18.

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Forced Teaching of Creationism Threatens Integrity of Education, Science Group Says

By KIM McDONALD

WASHINGTON

As a federal judge last week struck down an Arkansas creationism law as unconstitutional, scientists meeting here agreed that they must take stronger steps to insure that creationism is not made a mandatory part of public-school curricula.

In a sharply worded resolution, the American Association for the Advancement of Science, the country's largest science organization, denounced last week any "forced teaching of creationist beliefs in public-school science education."

"Creationist groups are imposing beliefs disguised as science upon teachers and students to the detriment and distortion of public education in the United States," the association's board of directors said.

The response preceded a ruling by U.S. District Judge William R. Overton that Arkansas's creationism law violates the constitutional separation of church and state. A similar law awaits a court test in Louisiana.

'We Cannot Relax'

William D. Carey, executive officer of the association, reacted favorably to Judge Overton's decision, but added, "We cannot relax because of a defeat for creationists in one courtroom, nor do we expect the creationists to give up."

According to the A.A.A.S., creationist "science"—which is based on the belief that the earth was created suddenly less than 6,000 years ago—"has no scientific validity" and should not be taught as a science in schools. The vast majority of scientists, who support the theory of evolution, believe scientific evidence shows that life began several million years ago and that the earth is billions of years old.

Reflecting the sentiments of many such scientists, the association said in its resolution that legislation requiring the teaching of creationism was a "real and present threat to the integrity of education and the teaching of science."

Citizens, politicians, and educators, it continued, should oppose any legislation that requires the mandatory instruction in science curricula "of beliefs that are not amenable to the process of scrutiny and testing that is indispensable to science."

Scientists attending the association's an-

Continued on Page 10, Column 2

'Technological Literacy' Urged for Students in the Liberal Arts

By BEVERLY T. WATKINS

KEY BISCAYNE, FLA.

If colleges and universities are to produce graduates who can cope with an increasingly complex society, they must include technology in their liberal-arts curricula, say a small but growing number of educators.

The time is past when a liberal education can be confined to the humanities, the social sciences, and the natural sciences, they say. To understand and contribute to the world they live in, students must learn about modern technology and the reasoning processes that have made its contributions possible, the educators argue.

"An education in the liberal arts must recognize that the domain of human beings is becoming more technological and that our world is much more what we make it than what we have inherited," says Nannerl O. Keohane, president of Wellesley College.

'Whole Human Beings'

"We cannot in good conscience claim to be educating persons today in the liberal arts, preparing them to be strong and critical and whole human beings able to make judgments about things that impinge most crucially on their lives, unless we include the phenomena of technology," Ms. Keohane told a recent meeting of administrators and faculty members from liberal-arts colleges.

To become "technologically literate," she said, students must have more opportunities to learn how to think in quantitative and analytical terms, preferably in liberal-arts courses that integrate practical applications of mathematics into their subject matter.

The conference was arranged by the Alfred P. Sloan Foundation to discuss its plans for a new program to help liberal-arts institutions introduce technological studies and quantitative methods into their cur-

Continued on Page 11, Column 1

Polish Authorities Crack Down on Dissident Students

By SUE MASTERMAN

VIENNA

Military authorities in Poland dissolved the independent student union last week and announced that classes would resume at the country's 104 institutions of higher education no later than the middle of February.

All Polish educational institutions were shut down on December 13 when the government imposed military rule and interned a number of intellectuals and labor and academic leaders. Elementary and secondary schools were reopened January 4.

The independent student union—known as N.Z.S., its initials in Polish—was established last year after a monthlong strike by students at the University of Lodz. The union helped organize nationwide student strikes in November and December in support of a new, more liberal higher-education law.

In the meantime, evidence that university students have begun organized protests against military rule came from an official warning issued by the military authorities and published in *Trybuna Ludu*, the Communist Party newspaper.

The warning said that "student activities as carried out at present contravene the regulations under martial law." It added that students were among "200,000 social parasites" who were refusing to work.

Poland's army newspaper, *Zolnierz Wolnosci*, reported last week that student activists had gone underground. It quoted a leaflet from students at the Warsaw

Continued on page 17, Column 2

"The plaintiff . . . was recruited to come to the University of Minnesota to be a basketball player and not a scholar. His academic record reflects that he has lived up to those expectations."

–U.S. District Judge Miles W. Lord; story, Page 5

CHRONICLE SURVEY

Sources of College and University Revenue in Fiscal 1980

Private Institutions

	Change from 1978-79 to 1979-80				Share of total revenue in 1979-80 (e)
	Average (a)	Low (b)	Median (c)	High (d)	
Institutions of all types					
Educational and general revenue					
Tuition and fees	+10.6%	+ 8.9%	+11.7%	+15.4%	31.9%
State government	+ 7.4%	0.0%	0.0%	+ 9.9%	1.4%
Federal government	+19.8%	+ 2.3%	+19.9%	+49.8%	16.6%
Local government	—	—	—	—	—
Private gifts and grants	+10.3%	- 6.3%	+ 9.3%	+28.6%	10.2%
Endowment income	+14.9%	+ 1.0%	+16.5%	+32.3%	7.1%
Other	+28.2%	+ 3.2%	+22.8%	+45.2%	8.9%
Total educational and general revenue	+14.3%	+ 9.5%	+13.7%	+17.5%	76.1%
Auxiliary enterprises	+14.7%	+ 6.0%	+10.3%	+15.5%	11.4%
Hospitals and independent operations	+ 3.4%	0.0%	0.0%	0.0%	12.5%
Total revenue	+14.4%	+ 8.9%	+13.0%	+16.7%	100.0%
Research universities					
Educational and general revenue					
Tuition and fees	+ 9.9%	+ 9.4%	+10.6%	+11.1%	20.2%
State government	+10.1%	- 7.5%	0.0%	+10.9%	1.4%
Federal government	+17.3%	+12.1%	+17.2%	+21.4%	22.1%
Local government	—	—	—	—	—
Private gifts and grants	+11.3%	+ 3.0%	+ 9.3%	+16.9%	10.8%
Endowment income	+ 9.3%	+ 3.3%	+17.1%	+25.4%	8.6%
Other	+31.9%	+19.2%	+27.7%	+38.1%	11.1%
Total educational and general revenue	+15.0%	+11.2%	+14.8%	+16.7%	74.4%
Auxiliary enterprises	+18.5%	+10.5%	+13.0%	+19.3%	7.3%
Hospitals and independent operations	+17.3%	0.0%	0.0%	+16.8%	18.4%
Total revenue	+15.6%	+11.4%	+14.5%	+17.5%	100.0%
Other Ph.D.-granting universities					
Educational and general revenue					
Tuition and fees	+11.4%	+ 9.8%	+11.8%	+13.8%	44.8%
State government	+ 3.3%	0.0%	0.0%	+ 4.8%	1.3%
Federal government	+23.7%	+19.9%	+32.0%	+56.7%	10.9%
Local government	—	—	—	—	—
Private gifts and grants	+ 7.5%	+ 1.7%	+ 9.8%	+36.6%	7.5%
Endowment income	+25.7%	+15.4%	+27.6%	+59.4%	3.7%
Other	+19.3%	+ 3.2%	+18.0%	+26.8%	8.0%
Total educational and general revenue	+13.8%	+12.1%	+15.3%	+17.0%	76.3%
Auxiliary enterprises	+ 7.0%	+ 5.3%	+ 7.7%	+14.3%	13.9%
Hospitals and independent operations	+21.3%	0.0%	0.0%	0.0%	9.9%
Total revenue	+13.5%	+10.5%	+12.8%	+16.7%	100.0%
Comprehensive colleges and universities					
Educational and general revenue					
Tuition and fees	+11.6%	+10.5%	+12.3%	+14.1%	57.3%
State government	+ 2.2%	- 8.2%	0.0%	+ 9.6%	1.2%
Federal government	+16.1%	+ 2.9%	+13.9%	+28.9%	8.3%
Local government	—	—	—	—	—
Private gifts and grants	+10.2%	- 8.0%	+ 6.0%	+28.3%	6.6%
Endowment income	+21.3%	+ 9.2%	+20.0%	+31.5%	4.0%
Other	+28.8%	+ 8.2%	+26.8%	+40.6%	4.0%
Total educational and general revenue	+12.9%	+10.3%	+12.7%	+16.6%	81.4%
Auxiliary enterprises	+13.1%	+ 8.1%	+12.6%	+15.7%	18.5%
Hospitals and independent operations	+ 4.0%	0.0%	0.0%	0.0%	0.1%
Total revenue	+12.9%	+ 9.7%	+13.0%	+15.8%	100.0%
2-year colleges					
Educational and general revenue					
Tuition and fees	+12.7%	+ 6.9%	+13.6%	+23.8%	46.4%
State government	+ 1.7%	0.0%	0.0%	+ 7.0%	1.7%
Federal government	- 8.9%	-13.9%	+ 7.8%	+44.1%	4.9%
Local government	—	—	—	—	—
Private gifts and grants	+ 9.1%	0.0%	+13.6%	+31.6%	20.1%
Endowment income	+27.5%	0.0%	0.0%	+26.9%	2.5%
Other	+23.5%	-12.3%	+13.7%	+60.8%	6.3%
Total educational and general revenue	10.9%	+ 5.3%	+13.6%	+27.9%	81.8%
Auxiliary enterprises	+10.9%	+ 0.7%	+ 8.9%	+18.9%	18.2%
Hospitals and independent operations	-100.0%	0.0%	0.0%	0.0%	0.0%
Total revenue	+10.4%	+ 4.4%	+12.5%	+24.5%	100.0%
Selective liberal-arts colleges					
Educational and general revenue					
Tuition and fees	+10.8%	+ 8.2%	+ 9.7%	+12.5%	50.0%
State government	+ 1.9%	0.0%	0.0%	+ 8.6%	1.2%
Federal government	+47.0%	+20.5%	+50.1%	+91.3%	3.6%
Local government	—	—	—	—	—
Private gifts and grants	+20.2%	+ 3.7%	+23.6%	+44.8%	9.6%
Endowment income	+16.1%	+ 6.6%	+15.1%	+24.1%	11.1%
Other	+33.9%	+14.6%	+36.6%	+63.8%	4.5%
Total educational and general revenue	+14.8%	+10.6%	+14.8%	+17.6%	80.0%
Auxiliary enterprises	+ 8.1%	+ 5.5%	+ 8.0%	+10.6%	19.8%
Hospitals and independent operations	- 2.8%	0.0%	0.0%	0.0%	0.3%
Total revenue	+13.4%	+10.7%	+13.1%	+16.6%	100.0%
Less selective liberal-arts colleges					
Educational and general revenue					
Tuition and fees	+12.9%	+ 6.4%	+13.1%	+18.7%	48.2%
State government	+ 6.6%	0.0%	0.0%	+14.7%	1.4%
Federal government	+19.9%	2.9%	+17.7%	+52.8%	9.8%
Local government	—	—	—	—	—
Private gifts and grants	+ 0.8%	12.7%	+ 1.8%	+23.0%	11.8%
Endowment income	+22.6%	0.0%	+14.0%	+47.0%	3.9%
Other	+15.6%	-12.6%	+12.9%	+55.6%	3.3%
Total educational and general revenue	+12.1%	+ 6.1%	+13.0%	+16.4%	78.3%
Auxiliary enterprises	+10.3%	+ 5.5%	+10.6%	+17.9%	21.7%
Hospitals and independent operations	-97.7%	0.0%	0.0%	0.0%	0.0%
Total revenue	+10.8%	+ 6.5%	+12.8%	+15.6%	100.0%

Public Institutions

	Change from 1978-79 to 1979-80				Share of total revenue in 1979-80 (e)
	Average (a)	Low (b)	Median (c)	High (d)	
Institutions of all types					
Educational and general revenue					
Tuition and fees	+10.2%	+ 4.3%	+ 9.8%	+16.4%	13.9%
State government	+10.8%	+ 5.4%	+ 9.9%	+14.2%	46.5%
Federal government	+12.8%	+ 0.8%	+11.7%	+27.3%	11.3%
Local government	+11.5%	0.0%	0.0%	+ 9.8%	3.9%
Private gifts and grants	+ 8.4%	-11.3%	0.0%	+10.0%	2.1%
Endowment income	+26.4%	0.0%	0.0%	0.0%	0.3%
Other	+19.1%	- 9.1%	+15.0%	+38.1%	3.7%
Total educational and general revenue	+11.3%	+ 7.7%	+10.5%	+14.0%	81.7%
Auxiliary enterprises	+12.5%	+ 1.1%	+ 9.3%	+14.0%	11.0%
Hospitals and independent operations	+12.7%	0.0%	0.0%	0.0%	7.4%
Total revenue	+11.9%	+ 7.7%	+10.3%	+13.9%	100.0%
Research universities					
Educational and general revenue					
Tuition and fees	+ 9.2%	+ 4.7%	+ 8.0%	+13.1%	11.8%
State government	+10.0%	+ 7.1%	+ 9.3%	+12.4%	38.8%
Federal government	+12.1%	+10.4%	+12.1%	+13.9%	17.9%
Local government	+20.3%	0.0%	+18.6%	+128.6%	0.4%
Private gifts and grants	+12.4%	+ 5.0%	+12.6%	+23.1%	3.7%
Endowment income	+29.2%	0.0%	+ 8.6%	+26.6%	0.6%
Other	+12.7%	- 6.5%	+13.4%	+20.9%	4.7%
Total educational and general revenue	+10.8%	+ 8.3%	+10.2%	+11.4%	78.0%
Auxiliary enterprises	+21.0%	+ 9.3%	+10.7%	+19.8%	8.8%
Hospitals and independent operations	+21.4%	0.0%	+ 7.3%	+21.3%	13.2%
Total revenue	+12.9%	+ 8.7%	+10.9%	+13.2%	100.0%
Other Ph.D.-granting universities					
Educational and general revenue					
Tuition and fees	+15.8%	+ 9.9%	+15.7%	+21.5%	15.5%
State government	+ 9.3%	+ 8.7%	+ 9.9%	+10.8%	42.6%
Federal government	+13.0%	+ 2.6%	+ 5.5%	+22.4%	7.3%
Local government	+11.5%	0.0%	0.0%	+15.3%	0.2%
Private gifts and grants	+15.7%	+ 4.4%	+17.6%	+28.7%	2.0%
Endowment income	+24.2%	0.0%	0.0%	+64.5%	0.1%
Other	+26.6%	+27.7%	+41.7%	+48.4%	3.5%
Total educational and general revenue	+12.0%	+11.1%	+12.6%	+13.8%	71.2%
Auxiliary enterprises	+ 7.8%	+ 5.9%	+ 8.1%	+10.9%	14.4%
Hospitals and independent operations	+14.0%	0.0%	0.0%	0.0%	14.4%
Total revenue	+11.7%	+ 8.0%	+11.9%	+13.6%	100.0%
Comprehensive colleges and universities					
Educational and general revenue					
Tuition and fees	+11.4%	+ 5.6%	+ 9.9%	+14.0%	15.7%
State government	+11.1%	+ 6.5%	+ 9.6%	+14.2%	56.1%
Federal government	+ 8.9%	- 5.4%	+11.2%	+26.8%	6.0%
Local government	- 0.3%	0.0%	0.0%	0.0%	1.2%
Private gifts and grants	+ 7.4%	- 9.0%	0.0%	+11.8%	1.0%
Endowment income	+44.0%	0.0%	0.0%	+ 8.3%	0.1%
Other	+24.6%	-15.6%	0.0%	+32.1%	2.6%
Total educational and general revenue	+11.2%	+ 6.4%	+ 9.7%	+14.0%	82.7%
Auxiliary enterprises	+ 7.4%	+ 2.7%	+ 8.0%	+12.8%	16.7%
Hospitals and independent operations	+ 9.0%	0.0%	0.0%	0.0%	0.6%
Total revenue	+10.5%	+ 7.1%	+ 9.2%	+12.7%	100.0%
2-year colleges					
Educational and general revenue					
Tuition and fees	- 6.4%	+ 2.1%	- 8.5%	+16.8%	14.4%
State government	+13.1%	+ 3.3%	+10.3%	+16.5%	51.6%
Federal government	+19.0%	1.0%	+17.1%	+46.5%	8.3%
Local government	+ 9.9%	0.0%	0.0%	+ 7.2%	16.6%
Private gifts and grants	2.9%	28.4%	0.0%	0.0%	0.6%
Endowment income	0.0%	0.0%	0.0%	0.0%	0.0%
Other	+18.7%	- 5.2%	+15.1%	+44.4%	3.3%
Total educational and general revenue	+12.0%	- 6.9%	+11.3%	+16.7%	94.8%
Auxiliary enterprises	+ 6.5%	0.0%	+ 9.3%	+14.6%	5.1%
Hospitals and independent operations	0.0%	0.0%	0.0%	0.0%	0.1%
Total revenue	+11.8%	- 7.1%	+11.5%	+16.6%	100.0%

(a) Mean increase or decrease, 1979-80 compared with 1978-79.
(b) One-fourth of the institutions reported increases smaller than this.
(c) One-half of the institutions reported increases larger than this.
(d) One-fourth of the institutions reported increases larger than this.
(e) Percentage distribution of 1979-80 revenue.

Note: Survey data are based on information from 133 private institutions and 100 public institutions in a stratified random sample and are part of a continuing series of studies by W. John Minter and Howard R. Bowen. Research for the public institutions' financial data for 1979-80 was underwritten in part by the American Association of State Colleges and Universities, the American Association of Community and Junior Colleges, and the National Association of State Universities and Land-Grant Colleges. A technical report on survey design and sampling statistics will be available later from John Minter Associates. Specific questions may be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: MINTER-BOWEN STUDY OF AMERICAN HIGHER EDUCATION

U.S. Provided a Sixth of Private Institutions' Income in Fiscal 1980

Private colleges and universities received a sixth of their income from the federal government in fiscal 1980, a survey of higher-education finances shows—an increase of nearly 20 per cent over the previous year's figure.

The survey data illustrate the extent to which the private institutions have become dependent on federal funds. A similar survey covering fiscal 1974 showed private institutions had received less than a twelfth of their income from the government.

Since the survey covers the year that ended in June, 1980, it reflects none of the Reagan Administration's changes in student aid and other federal aid programs.

For public colleges and universities, the survey shows, federal funds increased at a slower rate and represented a smaller portion of total budgets than for the private institutions.

Federal funds reported by the public institutions for fiscal 1980 were up by 12.8 per cent over the previous year and accounted for 11.3 per cent of their revenue.

Average total revenue for current operations in fiscal 1980 increased by 14.4 per cent at private institutions and by 11.9 per cent at public institutions, the survey shows.

Income from tuition and student fees increased by more than 10 per cent at both public and private institutions. Tuition and fees provided 32 per cent of the income for private institutions in fiscal 1980, compared with the 68 per cent reported in the 1974 survey. In fiscal 1980, 13.9 per cent of the public institutions' income came from tuition and fees.

Compared with fiscal 1979, revenue from private gifts and grants in 1980 was up 10.3 per cent at private institutions and 8.4 per cent at public institutions. At public institutions, gifts and grants from private sources accounted for 3.4 per cent of total revenue, compared with 10.2 per cent at private institutions.

Endowment income, which provides private institutions with 7.1 per cent of their total revenue, increased nearly 15 per cent in fiscal 1980. For public institutions, endowment income was up by a much larger 26.4 per cent, but still acounted for less than 1 per cent of total revenue.

State funds, which accounted for 46.5 per cent of the revenue of the public institutions in fiscal 1980, increased, on the average, by 10.8 per cent over fiscal 1979. Private institutions reported an increase of 7.4 per cent in state funds, but only 1.4 per cent of their revenue came from state governments.

The survey found that total revenue at the top fourth of the private colleges and universities had increased by 16.7 per cent or more. Among public institutions, revenue for the top fourth rose 13.9 per cent or more.

The survey of college and university revenue is part of a financial study by W. John Minter, head of an educational research company in Boulder, Colo., and Howard R. Bowen, professor of economics and education at the Claremont Graduate School.

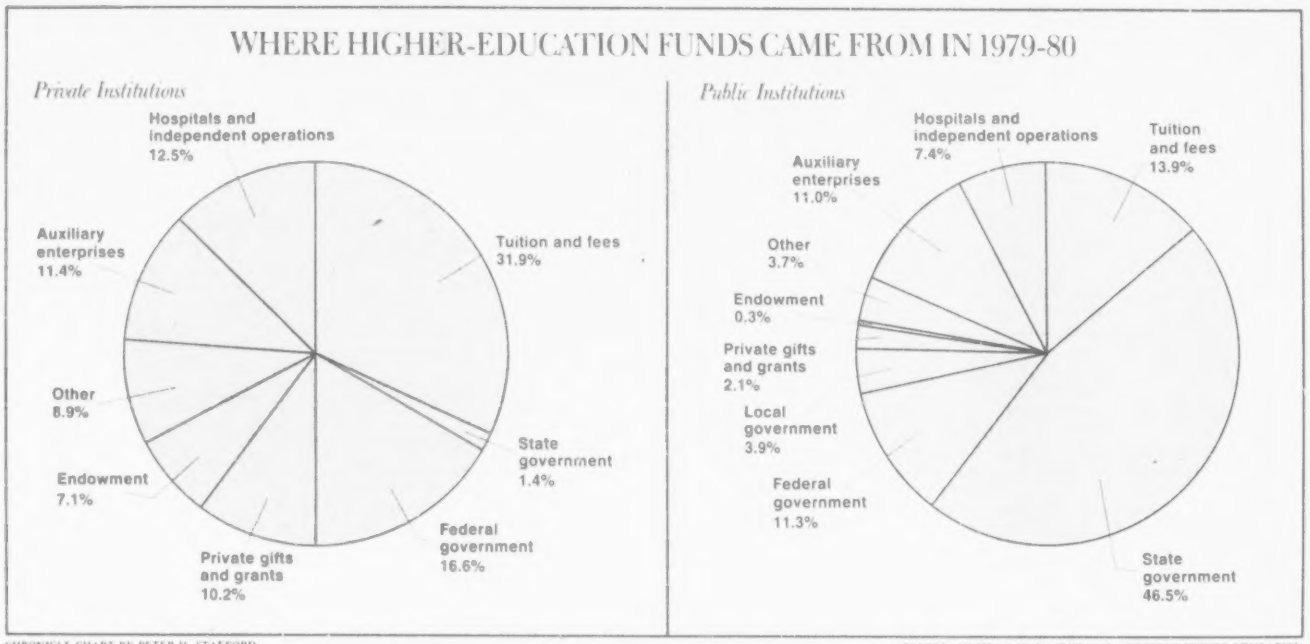
The Minter-Bowen study's findings on expenditures and other financial and educational trends in higher education will be reported in future issues of *The Chronicle*.

The study continues a series on the condition of private higher education Mr. Minter and Mr. Bowen began in 1976 under the auspices of the Association of American Colleges. It was sponsored from 1978 through 1980 by the National Institute of Independent Colleges and Universities.

In 1980, they conducted a similar study of public higher education, sponsored by the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

Research for the Minter-Bowen study's data on public institutions for fiscal 1980 was underwritten in part by those three associations.

—JACK MAGARRELL



CHRONICLE CHART BY PETER H. STAFFORD

SOURCE: MINTER-BOWEN STUDY OF AMERICAN HIGHER EDUCATION

Faculty and Staff Advisors

TAKE A W.A.L.K. (the Whole Advising for Life Key)
(An Advising System that connects Academic, Vocational, and Personal Needs)

Advisors Tell Us

- Advising is not a priority on most campuses. There are few rewards given for effective advising.
- Most advisors have received little or no preparation for the advising task.
- Many advising systems fail because they do not put pressure on student support systems, i.e., student affairs, career development, placement, etc.
- Most advising systems put more emphasis on helping students with their schedules and seldom connect academic plans with personal skills and interests and vocational options.
- Most advising systems imply more work for the advisors and less work for the student.

THE W.A.L.K. SYSTEM

In the 1950's we emphasized academic advising; in the 1960's we stressed personal advising; and in the 1970's—career advising. The 1980's present an opportunity to connect these related concerns into a total life advising approach.

ACADEMIC
(World of Knowledge)

Problem: Most colleges do not effectively advise students about the value of the basic liberal life skills, i.e.,

- ability to communicate in writing
- ability to communicate orally
- ability to analyze and synthesize
- ability to examine one's attitudes and values
- ability to relate to other people

WALK STEPS: The WALK includes strategies that help students identify liberal life skills that are necessary in the world of knowledge, the world of work and the world of lifestyle/values. The WALK also provides a systematic approach to assisting students struggling with the "How Do I Select a Major" question.

VOCATIONAL
(World of Work)

Problem: Most people are occupationally illiterate. The results from the Occupational Literacy Exam show that most people cannot identify four occupations by title that they feel might match their skills and interests.

WALK STEPS: The WALK includes strategies that help students identify 15-20 vocations by title that match their skills and interests. The WALK also outlines strategies that will encourage students to obtain professional experience through what the Chinese call their "to be in touch" program.

PERSONAL
(World of Lifestyle-Values)

Problem: Carnegie Senior Fellow, Arthur Levine, suggests that today's students are more interested in individual priorities and less interested in community priorities. Alexander Astin suggests that the student who is involved in community academic, vocational and extracurricular activities is a student that is more likely to persist.

WALK STEPS: The Personality Lifestyle helps the advisor identify previous student involvement and future student interests.

The WALK helps the advisor chart ACADEMIC, VOCATIONAL and PERSONAL development. All these developments are recorded in the Students Life File. This file is particularly useful to a student when he/she prepares for job or graduate school placement.

WALK LEADERSHIP

"The Life Advising System in this country is a disaster." Watkins
Weekender, January, 1980

"Most people are occupationally illiterate." Watkins
Los Angeles Times, December 1979

The author of the WALK is National Institute for Career Development director, Ed Watkins. Watkins spends a third of his time working with faculty and staff who seek to improve either their own individual advising skills and/or their campus advising system.

ON-CAMPUS WORKSHOPS

Ed Watkins conducts half-day advising workshops for faculty and staff.

EAST COAST TRIP: March 15-March 26. Contact Jan Lewien at the Institute about open dates and obtain list of schools that have hosted 1981 workshops.

REGIONAL WORKSHOPS

Minneapolis, Minnesota
February 2-3, 1982

Denver, Colorado
February 22-23, 1982

New York City, New York
March 21-22, 1982

Doane College, Crete, Nebraska
April 12-13, 1982

WALK MATERIALS

Occupational Literacy Exam—motivational instrument that helps advisors encourage people to begin the life discovery process. The test has been taken by over 100,000 people.

1,000 Jobs for the Liberal Arts Student—this new instrument helps the participant identify many occupational options that fit their skills and interests.

Preparing Liberal Arts Students for Careers (Jossey-Bass). A book edited and co-authored by Institute director, Ed Watkins which explains Career Development process.

For material prices, please contact the National Institute.

FOR FURTHER INFORMATION CONTACT: Jan Lewien, Assistant to the Director, National Institute for Career Development, Doane College, Crete, Nebraska 68333. (402) 826-2201